Zoom! Zoom!

Written by Jan Polkinghorne. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

jet, Zack, zooms, free, wood, wind, wings, twist, feeling, connected

Practise high frequency words

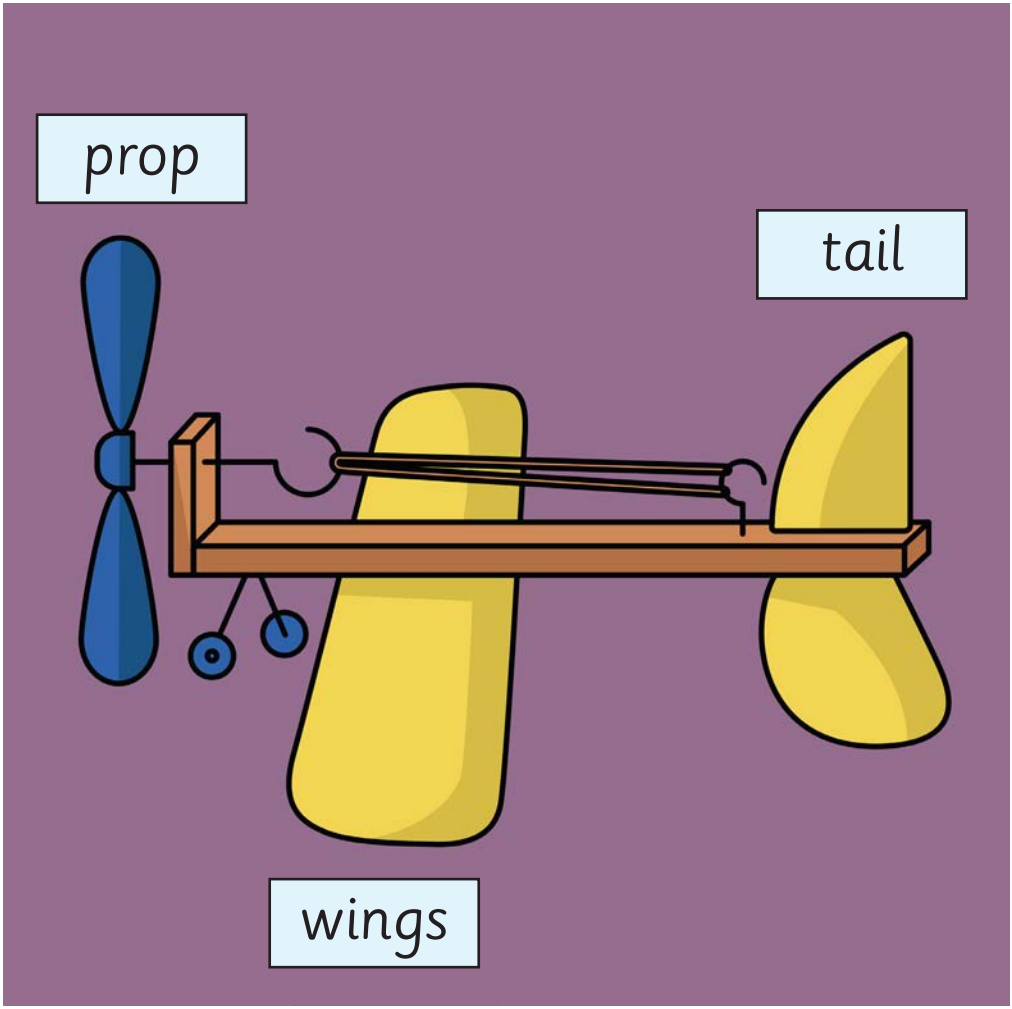
he, the, you, to, when, go, there, of

Vocabulary

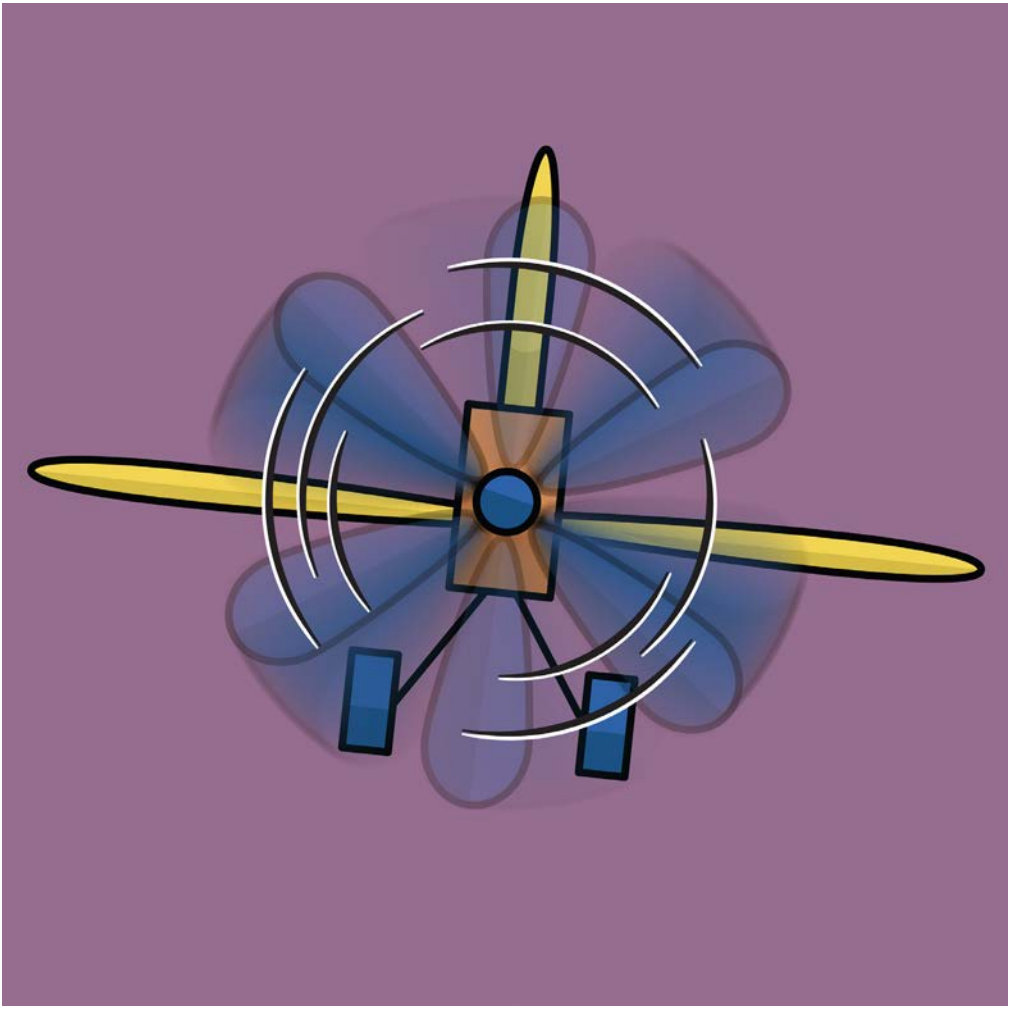
The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

zoom	– the noise of the jet moving quickly
jet	– a plane that flies very fast
wings	– fins on the side of a plane, that help lift it into the air
tail	– a fin at the back of a plane
prop	– a short name for propeller: spinning blades at the front of a plane
connected	– joined
band	– a rubber band
twist	– wind up
stuck	– unable to move
set free	– let go

Zoom! Zoom! Zack has a jet from his dad.



The jet is wood. It has 2 wings, a tail and a prop. The prop is connected to a band you twist.



If the jet is set free the band spins.

When the band spins, the jet zooms up. When the band stops, the jet stops too.

Zack is having fun, zooming his jet.

Zack sees the jet go up and get stuck on the roof.

"Good job there is lots of wind!"
The jet lands at his foot.

Zack is feeling good again.
Zoom! Zoom!

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Who gave Zack his jet?
2. What is the jet made of?
3. What makes the jet go?
4. How did Zack get his jet back after it was stuck on the roof?
5. Could you make a jet from wood and a rubber band? What other materials could you use? Draw a plan.
6. If the wind didn't blow the jet off the roof, what might Zack have done to solve that problem?

Fluency chart

jet	dad	fun	job
sees	wood	roof	tail
wings	free	band	zoom
stuck	good	from	stop
wind	prop	spins	lands
twist	again	feeling	
connected			

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

SPELD SA

Specific Learning Difficulties SA

Reproduction of this material, as a whole, with appropriate acknowledgment, for non-commercial or private purposes is permitted. Text and images remain the intellectual property of SPELD SA.

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

Copyright SPELD SA, 2021

SPELD SA
Phonic Book Series